CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

This chapter expands on the research findings and the research discussion. The findings included the mixed method analysis of students' perception of the use WordsBooster in enhancing English language learning. In addition, this research analyzes data that involves data from questionnaires and interviews.

A. Research Results

This research is being conducted to discover the students' perception of using the WordsBooster application in enhancing English language learning, as mentioned by the researcher in the research questions. The researcher employed a mixed method with students in the 11th grade of SMK Farming Pati who participated in this research that was gathered through questionnaires and interviews.

After delivering the questionnaire to the 36 students, the researcher examined the results using measures of central tendency such as percentages, means, and standard deviation. The questionnaire was obtained using five points Liker-scale with strongly agree (SA), agree (A), neutral (N), disagree (D), and strongly disagree (DS).

In conducting the qualitative research, the researcher interviewed eight selected students in SMK Farming. The researcher created interview questions for the subjects. The interview was recorded between 30 and 60 minutes. The researcher asked various questions to acquire an in-depth insight into students' experiences using the WordsBooster application in the English language to enhance English language learning. The qualitative information was transcribed and analyzed to identify patterns.

The researcher organized the result into three sections in this discussion depending on the research questions of this research. The first category presented brief summary about the demographic response. The second category consisted of statements regarding students' perceptions toward the use of WordsBooster application as a language application in enhancing English language learning that consists of 10 questions, and the third category was about statements regarding the thriving skill experience by the students after using the WordsBooster application that consists of 10 questions.

1. Demographic Information of The Respondents
   a. Gender

   The questionnaire was distributed to a total sample of 36 students who completed the questionnaire, and all the answers were dominated by males with 32 and females with about 4 respondents.

   Figure 4 1Participants of the research
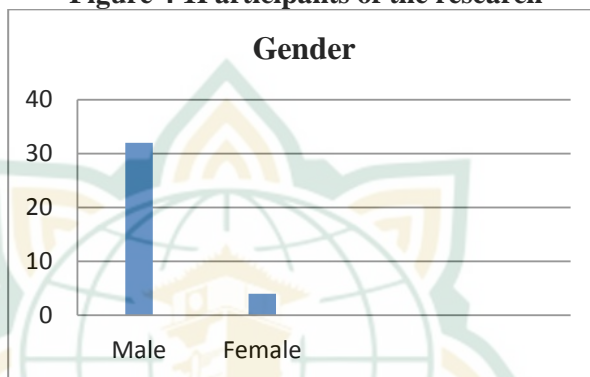
The figure demonstrates that the majority of participants in this research were male; of the total of 36 participants who completed the survey, 89% were male students, and 11% were female students.

2. Students' Perceptions Toward The Use of WordsBooster Application as a Language Application In Enhancing English Language Learning

   The researcher divided the explanation and percentage of students' perceptions in this part. The researcher used SPSS 25 to count each statement's means and standard deviations. There are 2 categories that asked the students about their perception towards the use of the WordsBooster application as a English language application. The first category is statements about the usefulness of the WordsBooster application that consists of 10 questions, and the second is statements regarding the ease of use WordsBooster application that consists of 10 questions. In each statement, the conclusion would be separated into two categories. If the mean of a statement was higher than 3, respondents held a positive perception. Nonetheless, respondents received a negative perception if the statement's mean was under 3.

32

a. Students' perception toward the usefulness of WordsBooster application

       The following are the results of students' responses to questionnaires about the usefulness of the use WordsBooster application in enhancing English language learning:

Table 4 1 Frequency distribution of students' perception toward the usefulness of WordsBooster

No	Statements	SA	A	N	D	SD
1	Using the WordsBooster application on my smartphone improves the quality of the work/task I do	(1) 3%	(27) 75%	(8) 22%	(0) 0%	(0) 0%
2	Using the WordsBooster application on my smartphone gives me greater control over my work	(2) 5%	(20) 56%	(13) 36%	(1) 3%	(0) 0%
3	WordsBooster application supports my ability in speaking, reading, listening and writing	(4) 11%	(24) 67%	(8) 22%	(0) 0%	(0) 0%
4	Using the WordsBooster application increases my productivity	(4) 11%	(24) 67%	(7) 19%	(1) 3%	(0) 0%
5	Using the WordsBooster application increases my English vocabulary, grammar mastery and my pronunciation	(7) 19%	(23) 64%	(6) 17%	(0) 0%	(0) 0%
6	Using the WordsBooster application allows me to accomplish more work than would otherwise be possible	(3) 9%	(12) 33%	(21) 58%	(0) 0%	(0) 0%
7	Using the WordsBooster application makes it easier to learn the material	(5) 14%	(28) 78%	(3) 8%	(0) 0%	(0) 0%
8	Using the WordsBooster application enhances my effectiveness on my work	(3) 8%	(26) 72%	(7) 20%	(0) 0%	(0) 0%
9	Using the WordsBooster application improves my motivation to learn English	(20) 56%	(14) 39%	(2) 5%	(0) 0%	(0) 0%
10	Overall, I find the WordsBooster application useful in my learning	(19) 53%	(15) 42%	(2) 5%	(0) 0%	(0) 0%

33

Figure 4 2 Students' perception on the usefulness of WordsBooster
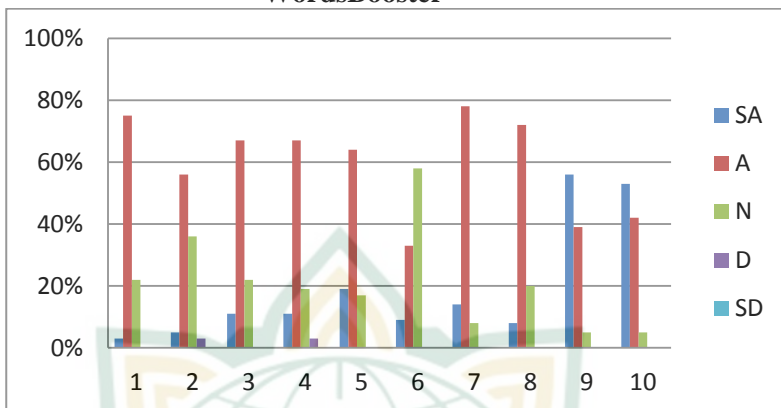
Table 4 2 Descriptive statistical analysis of students' perception on the usefulness of WordsBooster

Statements	Mean	Std. Deviation	N
Using the WordsBooster application on my smartphone improves the quality of the work/task I do	3.8056	0.46718	36
Using the WordsBooster application on my smartphone gives me greater control over my work	3.6389	0.63932	36
WordsBooster application supports my ability in speaking, reading, listening and writing	3.8889	0.57459	36
Using the WordsBooster application increases my productivity	3.8611	0.63932	36
Using the WordsBooster application increases my English vocabulary, grammar mastery and my pronunciation	4.0278	0.60880	36
Using the WordsBooster	3.5000	0.65465	36

34

application allows me to accomplish more work than would otherwise be possible			
Using the WordsBooster application makes it easier to learn the material	4.0556	0.47476	36
Using the WordsBooster application enhances my effectiveness on my work	3.8889	0.52251	36
Using the WordsBooster application improves my motivation to learn English	4.5000	0.60945	36
Overall, I find the WordsBooster application useful in my learning	4.4722	0.60880	36

Regarding students' perceptions of the usefulness of the WordsBooster application in enhancing English language learning, there are ten parts of statements used in this questionnaire. Firstly for item no. 1 regarding the statement "using WordsBooster application on my smartphone improves the quality of the work/task I do," it is known that most students, as much as 75% (27 students) agree and 3% (one student) strongly agree that WordsBooster application improves the quality of their assignments. They claimed that utilizing the WordsBooster application makes it easier to do the task. The rest of them, 22% of students gave doubtful perceptions or chose neutral.

For item no. 2, which is regarding the statement "using the WordsBooster application on my smartphone gives me greater control over my work," it is known that as much as 56% of students agree that the use WordsBooster application gives them greater control in their assignments. On the other hand, there were 36% of students chose neutral, and 3% of students disagreed that utilizing the WordsBooster application gives greater control over the task.

On the other hand, for item 3, related to the statement "WordsBooster application supports my abilities in speaking, reading, listening and writing," it is known that as much as 67% (24 students) agree and 11% (4 students) strongly

35

agreed that WordsBooster application supports their skills in speaking, reading, listening, and writing. The rest of them, 22% of students gave doubtful perceptions or chose neutral about this statement, and no one student chose to disagree and strongly disagreed. As stated by student 2 below

>"Yes, I think the use WordsBooster application supported my English skills in listening skill. For example, when I do my exercise, I can listen to any words that have clear sound"[1]

However, another student, S5 had a contrary viewpoint to S2.

>"Hmm, I think my skills improved after using the WordsBooster application, one of them is my writing skills that most increased. I have found many ideas to express my writing, and become easier to develop it"[2]

The students stated in the interview above that the WordsBooster application enhances their skills, particularly in listening and writing. There are five out of eight participants answered support their listening, and one student answered support their writing.

In addition, for item 4, related to the statement "using the WordsBooster application increases my productivity," it is known that as much as 67% of students agree that using the WordsBooster application can increase productivity. Only 3% of the students disagreed, and 19% were neutral. This is because some students usually do English language learning outdoors to support their productivity, so student productivity is affected not only by smartphones and other digital learning.

For item no. 5is related to the statement "using WordsBooster application increases my English vocabulary, grammar mastery, and my pronunciation," it is known that the majority of students, as much as 64%, agree that the use WordsBooster application can improve their vocabulary, grammar mastery, and pronunciation. In addition, based on interviews with multiple students, it is known that using the WordsBooster application can help students in enhancing

---

[1] S2, Interview by the researcher, 28 July 2022, Interview 5, Transcript
[2] S5, Interview by the researcher, 28 July 2022, Interview 5, Transcript

36

their English vocabulary and pronunciation, as the WordsBooster application has features that facilitate learning vocabulary, such as a flash card with an exciting picture, clear pronunciation sound, and a exercises that make students more active. As stated by S5:

> "Yes, because the WordsBooster application can provide features that support my learning vocabulary, such as a flash card with an exciting picture, clear pronunciation sound, and there is a quiz that can help me to understand the grammar"[3]

S3 also claimed the same thing related to the understandable,

> "Yes, because the English vocabulary material in the WordsBooster application is easy to understand. Before that, I learned vocabulary through direct object recognition by my teacher, so I only knew what was around me. Besides that, my pronunciation has also improved after using the WordsBooster application"[4]

From the result of the interview above, the students said that using the WordsBooster application can support them in improving English vocabulary, and eight out of eight participants agreed that using the WordsBooster application increased their English vocabulary, grammar mastery, and their pronunciation.

Additionally, item no. 6regardingthe statement "using WordsBooster application allows me to accomplish more work than would otherwise be possible," it is known that as much as 58% of students have doubtsperception of this statement. They are uncertain as to whether the WordsBooster application can increase productivity. It is not the application that determines the quantity of work a student can complete, but rather the level of difficulty of the assignments. The rest of them, 33% of students chose to agree, and only 9% of them strongly agreed. No one chose to disagree and strongly disagree.

---

[3] S5, Interview by the researcher, 28 July 2022, Interview 4, Transcript
[4] S3, Interview by the researcher, 28 July 2022, Interview 4, Transcript

Furthermore, item no. 7regarding the statement "using WordsBooster application makes it easier to learn the material," as much as 78% of students agree and 14% of students strongly agree that the use WordsBooster application makes it easy to learn the subject matter. This demonstrates that another advantage of using the WordsBooster application is the ease of learning the subject matter. Again, there were only 8% of students were neutral with this statement, and no one disagreed and strongly disagreed. The questionnaire result above was also supported by S2:

> "This application is very useful because this application helps me in the learning process. The features provided by the WordsBooster are very helpful so that it makes me understand the material"[5]

From the above interview, it can be determined that the students found it easier to study the material while using the WordsBooster app.

Moreover, item no. 8, which is related to the statement "using WordsBooster application enhances my effectiveness on my work," it is known that 72% of students agree and 8% of students strongly agree that the use WordsBooster application can enhance their effectiveness on work. The rest of them, 20% of students chose neutral, and no one student chose disagree and strongly disagree.

Additionally, item no. 9 is related to the statement "Using the WordsBooster application improves my motivation to learn English," it is known that as much as 56% of students strongly agree, and 39% of students chose to agree that the WordsBooster application improves their motivation to learn English. The rest of them, 5% students chose neutral, and nobody student selected to disagree and strongly disagree. Like what S1 said as follow:

> "The features in the WordsBooster application are easy to understand, so it will be good when applied to enhance English language learning because my desire to learn English was increased because of the WordsBooster application"[6]

---

[5] S2, Interview by the researcher, 28 July 2022, Interview 7, Transcript

[6] S1, Interview by the researcher, 28 July 2022, Interview 7, Transcript

In addition, S3 also said the same thing related to the motivation,

> "I think the WordsBooster application was fun and did not saturate me, so I think that using the WordsBooster application will increase my motivation and help to enhance the learning process"[7]

From the result above, the students said that using the WordsBooster application could motivate them to enhance English language learning, and all participants agreed that after used the WordsBooster application, they became more excited and motivated to learn English.

The last item is related to the statement "Overall, I find the WordsBooster application useful in my learning", it is known that 53% of students strongly agree and 42% of students agree that the WordsBooster application is beneficial for enhancing the English language learning. There were only 5% (two students) who gave doubtful perception or chose neutral about this statement. This is because the WordsBooster application can provide useful features for learners, such as the introduction of the new vocabulary from English to English, so learners can better understand the word directly in English, such as the Oxford dictionary. Second, the WordsBooster application is easy to use. The WordsBooster application has a simple and attractive appearance, making it easier for learners to use and understand easily. Third, the WordsBooster application does not utilize excessive amounts of internet data. It is because learners can use this application without using internet data. Fourth, the WordsBooster application does not consume an excessive amount of massive data. It only needs 76 Mb. The last, The WordsBooster application assists students in recognizing new words and their meanings, using examples and proper pronunciation.

In this chapter, the researcher will also explain the results based on each questionnaire's responses' third-highest and third-lowest means.

---

[7] S3, Interview by the researcher, 28 July 2022, Interview 7, Transcript

Figure 4 3 The highest mean score of students' perception toward the usefulness of the use WordsBooster application
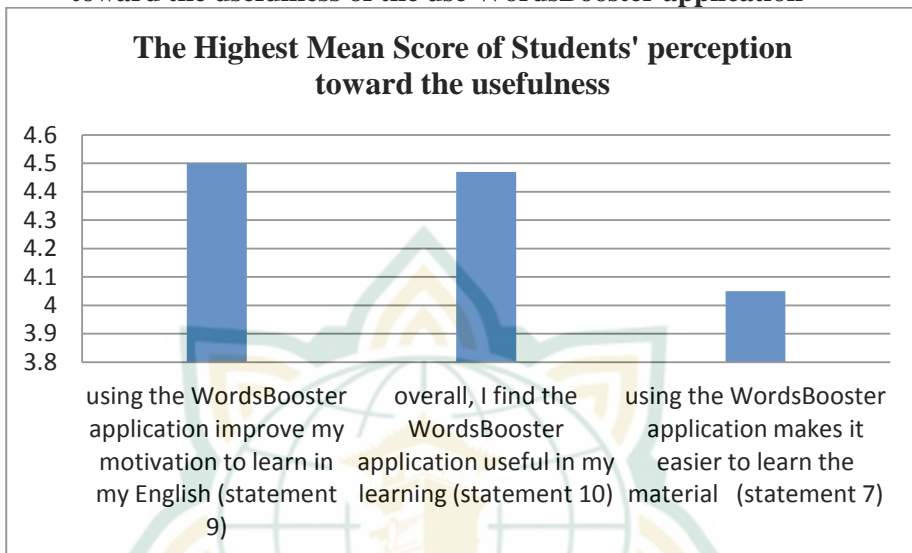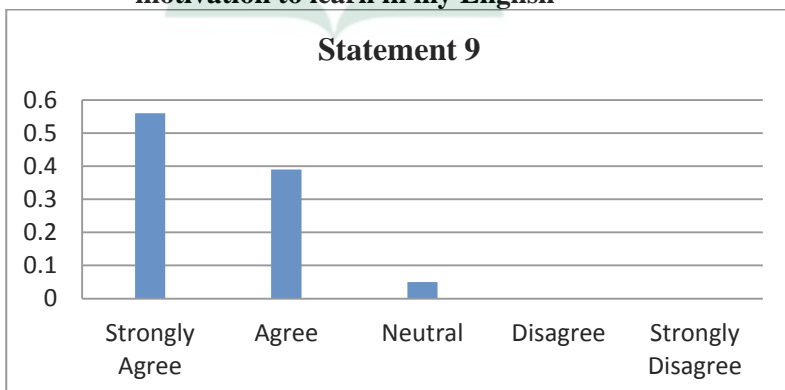
The Highest Mean Score of Students' perception toward the usefulness

using the WordsBooster application improve my motivation to learn in my English (statement 9) | overall, I find the WordsBooster application useful in my learning (statement 10) | using the WordsBooster application makes it easier to learn the material (statement 7)

Figure 4.3 shows that the three highest mean scores were associated with students' perceptions of the WordsBooster application's usefulness.. There were 3 statements with the highest means. The first one was statement 9 (*using the WordsBooster application improve my motivation to learn in my English*), the second one was statement 10 (*overall, I find the WordsBooster application useful in my learning*), and the last was statement 7 (*using the WordsBooster application makes it easier to learn the material*).

Figure 4 4 using the WordsBooster application improve my motivation to learn in my English

Statement 9

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

40

This statement earned the highest mean score of student perceptionstoward the usefulness of the WordsBooster application. The statement reflected students' perceptions about their motivation. They believed that using the WordsBooster application improves their motivation to learn English. The students had positive responses since the WordsBooster improved their motivation.

From 36 respondents, 56% (20 students) strongly agreed, and 39% (14 students) agreed that using the WordsBooster application improves their motivation in learning English. There were only 5% (2) students who gave a doubtful perception of this statement, and no one student chose to disagree and strongly disagree. However, they are not entirely sure that using the WordsBooster application can improve their motivation.

Figure 4 5 Overall, I find the WordsBooster application useful in my learning
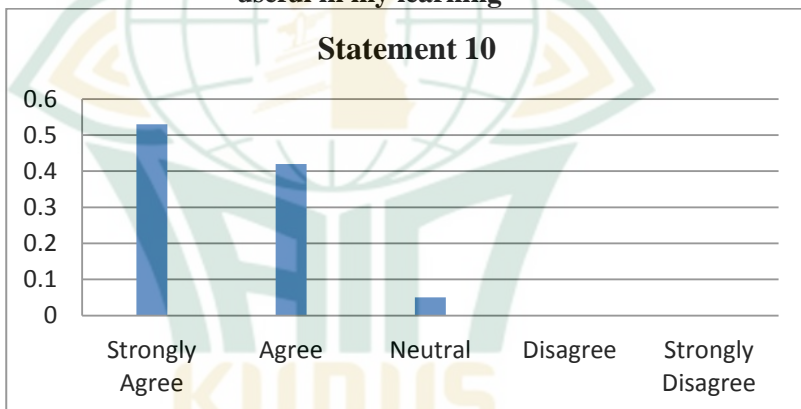
Statement 10

The statement with the second highest mean score was number 10. This question was designed to see whether students perceive WordsBooster as a useful application. The mean score of 4.47 indicated that students viewed this statement favorably. Figure 4.5 indicates that only 5% of students were neutral on this assertion. However, 53% of students agreed highly, and 42% agreed that the WordsBooster application benefited their education.

41

Figure 4 6 Using the WordsBooster application makes it easier to learn the material
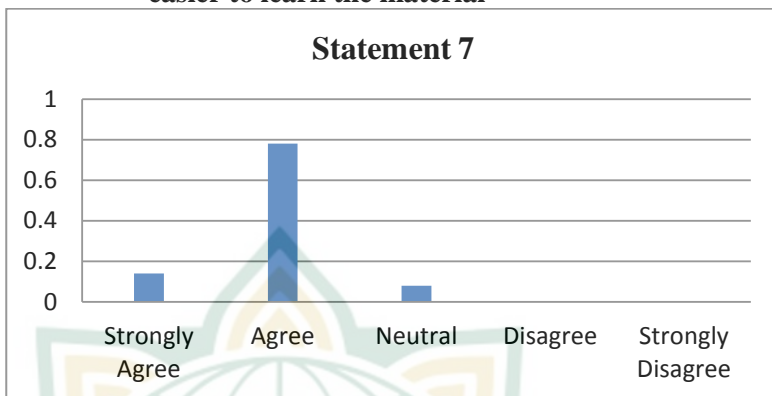
The third highest mean score was statement 7. Based on figure 4.6, 14% of students strongly agreed, and 78% of students agreed with this statement. The mean was 4.05, indicated that students' perception of this statement was positive. The rest, 8% (three students), were neutral with this statement. There were no students who chose strongly disagree and disagree.

Figure 4 7 The question items with the lowest mean score of students' perception toward the usefulness of the use WordsBooster application
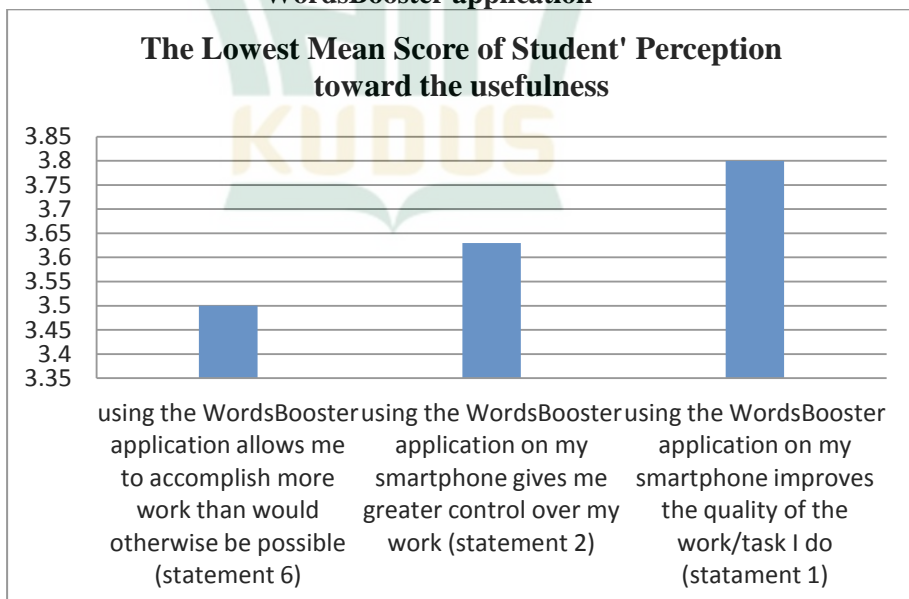
Figure 4.7 showed the statements with the lowest mean scores, but scores that were still greater than 3, were excluded. The researcher did not find any statements with mean scores less than three. Therefore, the perception of respondents remained positive. According to Figure 4.8, three statements had the lowest mean scores. They were statement 6 (*using the WordsBooster application allows me to accomplish more work than would otherwise be possible*), statement 2 (*using the WordsBooster application on my smartphone gives me greater control over my work*), and statement 1 (*using the WordsBooster application on my smartphone improves the quality of the work/task I do*).
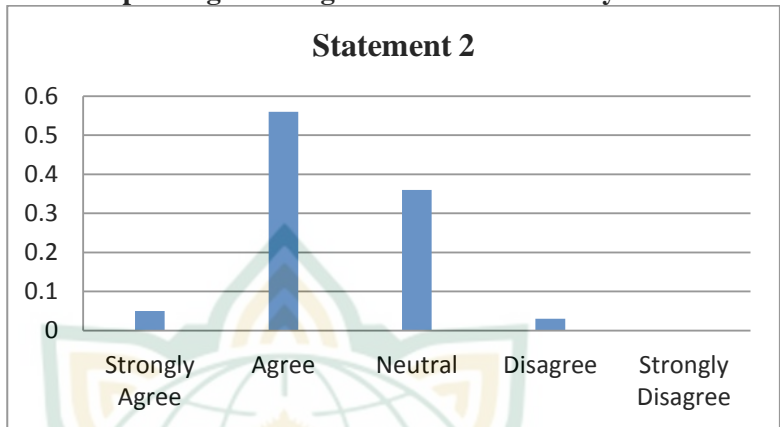
Figure 4 8 Using the WordsBooster application allows me to accomplish more work than would otherwise be possible
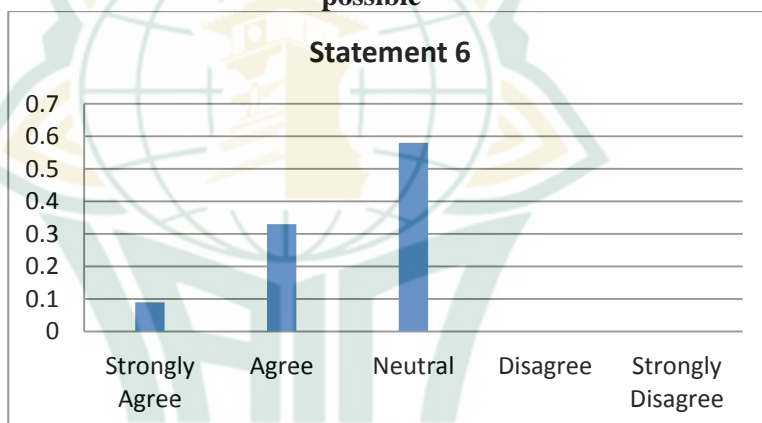
This statement had the lowest mean of all statements regarding students' perceptions of the WordsBoost application's usefulness. However, the responses were still positive. This statement reflected the point of view that using the WordsBooster application allows accomplishing more work than would otherwise be possible, which had 3.50 mean scores.

From 36 respondents, 9% (3 students) strongly agreed with this statement, 33% (12 students) agreed with this statement, and 58% (21 students) chose neutral. The respondents mostly gave doubtful perceptions about this statement. Students are uncertain whether the WordsBooster application enables them to do more work than possible without it.

43

Figure 4 9 Using the WordsBooster application on my smartphone gives me greater control over my work

The following statement with a mean score lower than statement 6 was statement 2 (using the WordsBooster application on my smartphone gives e greater control over my work). 56% of students opted Agree, while 5% chose Strongly Agree. The respondents who selected neutral may have been uncertain whether the WordsBooster application gave them more control.

Figure 4 10 Using the WordsBooster application on my smartphone improves the quality of the work/ task I do
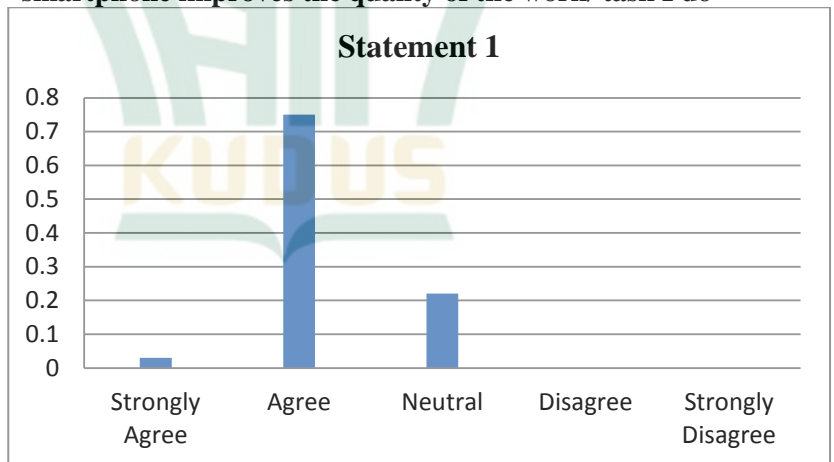
Students also believed that using the WordsBooster application could improve the quality of their tasks. This statement received the lowest mean scores, 3.80. However, the perception was still positive. The majority of the

respondents (75%) had favorable responses. The rest of them, 22% of students chose neutral.

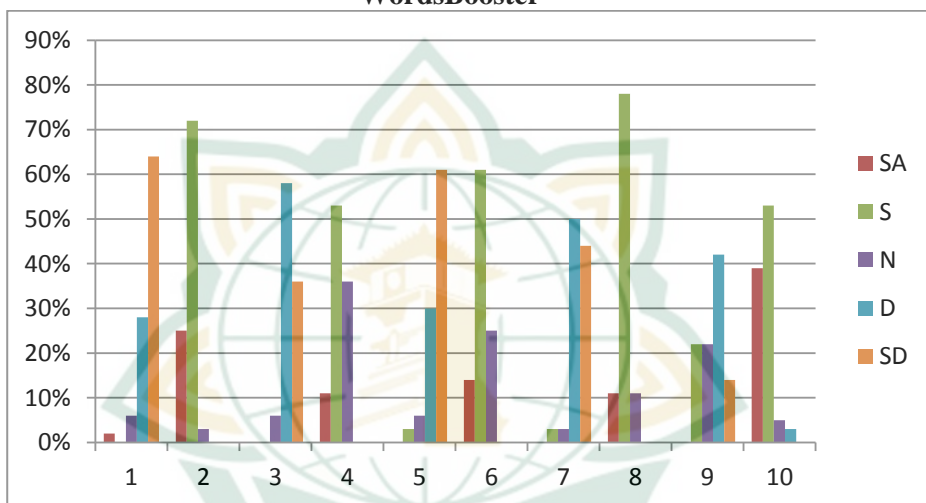b. Students' Perception Toward The Ease of The Use WordsBooster Application

For the second category was about the student's perceptions of the ease of using the WordsBooster application in enhancing the English language learning for 10 items were analyzed. Their perceptions were collected using a five-point Liker-scale with strongly agree (SA), agree (A), neutral (N), disagree (D), and strongly disagree (SD). The statements for items number 2, 4, 6, 8, and 10 were positive, while items 1, 3, 5, 7, and 9 were negative statements. The results of a questionnaire on the ease of use of the WordsBooster application in enhancing the English language is following:

Table 4 3 Students' perception toward the ease of use of WordsBooster

No	Statements	SA	S	N	D	SD
1	I find the WordsBooster application system cumbersome to use	(1) 2%	(0) 0%	(2) 6%	(10) 28%	(23) 64%
2	Learning to operate the WordsBooster application is easy for me	(9) 25%	(26) 72%	(1) 3%	(0) 0%	(0) 0%
3	Interacting with the WordsBooster application is often frustrating	(0) 0%	(0) 0%	(2) 6%	(21) 58%	(13) 36%
4	I find it easy to get the WordsBooster application to do what I want it to do	(4) 11%	(19) 53%	(13) 36%	(0) 0%	(0) 0%
5	WordsBooster application is rigid and inflexible to interact	(0) 0%	(1) 3%	(2) 6%	(11) 30%	(22) 61%
6	It is easy for me to remember how to perform tasks using the WordsBooster application	(5) 14%	(22) 61%	(9) 25%	(0) 0%	(0) 0%
7	Interacting with the WordsBooster application requires a lot of mental effort	(0) 0%	(1) 3%	(1) 3%	(18) 50%	(16) 44%
8	My interaction with the WordsBooster application is clear and understandable	(4) 11%	(28) 78%	(4) 11%	(0) 0%	(0) 0%
9	Find it takes a lot of effort and time to become skillful as	(0) 0%	(8) 22%	(8) 22%	(15) 42%	(5) 14%

45

	using the WordsBooster application					
10	Overall, I find the WordsBooster application system easy to use	(14) 39%	(19) 53%	(2) 5%	(1) 3%	(0) 0%

Figure 4 11 Students' perception toward the ease of use of WordsBooster

Table 4 4 Descriptive statistical analysis of students' perception toward the ease of use of WordsBooster

Statements	Mean	Std. Deviation	N
I find the WordsBooster application system cumbersome to use	1.5000	0.84515	36
Learning to operate the WordsBooster application is easy for me	4.2222	0.48469	36
Interacting with the WordsBooster application is often frustrating	1.6944	0.57666	36
I find it easy to get the WordsBooster application to do what I want it to do	3.7500	0.64918	36
WordsBooster application is rigid and inflexible to interact	1.5000	0.73679	36
It is easy for me to remember how to perform tasks using the WordsBooster application	3.8889	0.62234	36

46

Interacting with the WordsBooster application requires a lot of mental effort	1.6389	0.68255	36
My interaction with the WordsBooster application is clear and understandable	4.0000	0.47809	36
Find it takes a lot of effort and time to become skillful as using the WordsBooster application	2.5278	0.99960	36
Overall, I find the WordsBooster application system easy to use	4.2778	0.70147	36

Regarding students' perceptions of the ease of use of the WordsBooster application in enhancing English language learning, this questionnaire contains ten statements.

The first statement related to the statement "I find the WordsBooster application system cumbersome to use," it is known that 64% of students strongly disagree about the first statement and 28% of students who chose disagree that the WordsBooster application system is cumbersome to use. However, only one student strongly agreed with this statement. Therefore, it can be considered that the WordsBooster application is easy to use.

On the order hand, item no. 2 was related to the statement "Learning to operate the WordsBooster application is easy for me," it is known that 72% of students agree and 25% of students strongly agree that operating the WordsBooster application is easy. As previously stated that there is nothing difficulty on the use WordsBooster application. There were only 3% of students who chose neutral about this statement. As stated by student 2:

> "I didn't find any problem when I used this application. This WordsBooster application is easy to understand, with a simple interface and not too many menus that sometimes often confuse"[8]

From the result of the interview above, they said there were four out of eight students did not find problems when using the WordsBooster application. Therefore, it can be concluded that operating the WordsBooster is easy for them.

---

[8] S2, Interview by the researcher, 28 July 2022, Interview 3, Transcript.

Additionally,statement no. 3, related to the statement "Interacting with the WordsBooster application is often frustrating," it is known that 58% of students disagree and 36% of students strongly disagree with this statement. There were only 6% of students chose neutral, and no one student chose strongly agree and agree. The respondents who opted neutral might have felt that dealing with the WordsBooster application was not easy to understand. This is in accordance with the results of the interview about the problems while using the WordsBooster application;

"Hmm, I think this application is good, but this application does not have Indonesian language settings, so it makes me have to make an extra effort by opening Google Translate or a dictionary to be able to understand the sentence on the WordsBooster application"[9]

In addition, S6 gave the others problem when using the WordsBooster,

"The WordsBooster application has good features, but the picture's display is not very clear. So, I often do not understand what the image means. More than that, there was advertising when I did my quiz. It isn't enjoyable"[10]

From the interview result above, it can be determined that might affect students who have a doubtful perception about this statement is because the WordsBooster application did not provide the Indonesia language setting and the feature on the picture is not clear, so the student difficult to understanding and might felt frustrating. Besides that, there was advertising that made student disturbed.

Moreover, statement no. 4is related to the statement "I find it easy to get the WordsBooster application to do what I want to do," it is known that 53% of students agree and 11% of students strongly agree that they feel easy when they use the WordsBooster application in completing a task. However, the rest of them, 36% of students gave doubtful perceptions or chose neutral about this statement.

---

[9] S1, Interview by the researcher, 28 July 2022, Interview 3, Transcript.
[10] S6, Interview by the researcher, 28 July 2022, Interview 3, Transcript.

Furthermore, statement no. 5 is related to the statement "WordsBooster application is rigid and inflexible to interact," it is known that 61% of students strongly disagree and 30% of students chose to disagree that WordsBooster application is rigid and inflexible. The rest of them, 6% of students chose neutral, and only 3% (one student) agreed that the WordsBooster application is rigid and inflexible. Therefore, The majority of students believed that the WordsBooster application was not rigid and flexible.

For item no.6, which is related to the statement "it is easy for me to remember how to perform tasks using the WordsBooster application," it is known that 61% of students agree and 14% students chose strongly agree that they find it easy to remember how to do an assignment using WordsBooster application. The rest of them, 25% of students chose neutral about this statement.

For item no. 7, which is related to the statement "interacting with the WordsBooster application requires a lot of mental effort," it is known that 50% of students disagree and 44% strongly disagree with this statement. Most students negatively perceived that the WordsBooster application requires much mental effort. This indicates that the majority of students feel fine and do not require too much mental effort to use the WordBooster application. There were only 3% (one student) who chose neutral and 3% of students who chose agreed about this statement.

For statement no. 8 is related to the statement "my interaction with the WordsBooster application is clear and understandable," it is known that 78% of students agree and 11% of students strongly agree that their engagement with the WordsBooster is clear and understandable. However, 11% of students gave doubtful perceptions or neutral about this statement.

For item no. 9, which is related to the statement "find it takes a lot of effort and time to become skillful as using the WordsBooster application," it is known that 42% of students disagree, 22% of students neutral, and 22% students agree with this statement. This indicates that some students did not feel needs a lot of effort and time to become skilled in using the WordsBooster application. However, some students feel it requires great time and effort to master the WordsBooster application.

49

For the last item, regarding the statement "overall, I find the WordsBooster application system easy to use," it is known that 53% of students agree and 39% of students who chose strongly agree that the WordsBooster application system is easy to use. The rest of them, 5% of students chose neutral, and 3% chose to disagree.

Table 4.4 displayed the mean scores for each aspect of this construct, including perceived ease of use of the WordsBooster. Two types of statements could be assumed for each item if different mean scores were considered. Some items contain positive statements, while the remaining statements are negative.

This chapter will also discuss the findings based on the three highest and three lowest means of each questionnaire's responses.

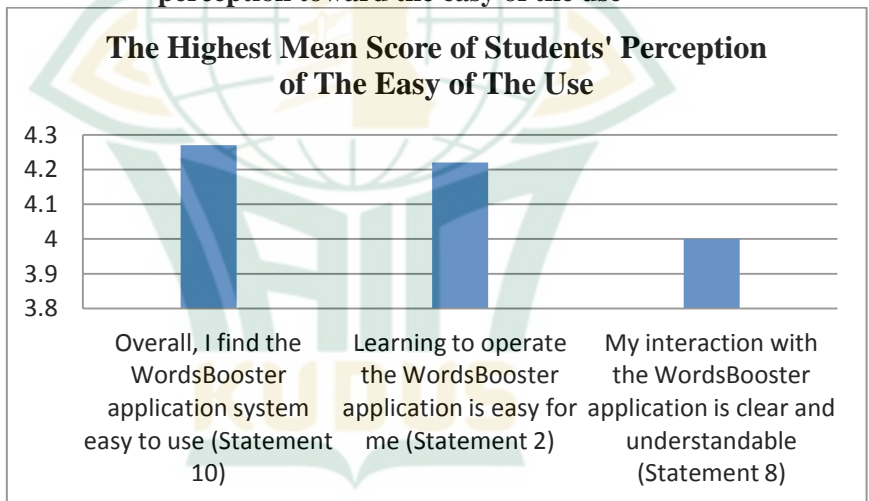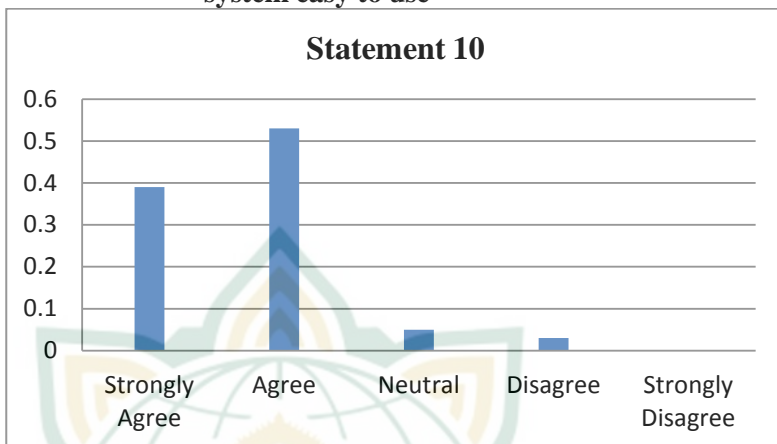**Figure 4 12 The highest mean score of students' perception toward the easy of the use**

Figure 4.12displayed the three statements with the highest mean scores for students' perceptions of the application WordsBooster's ease of use for learning English. There were three statements with means higher than four. The first was statement 10 (*overall, I find the WordsBooster application system easy to use*), and the second was statement 2 (*learning to operate the WordsBooster application is easy for me*). The last was statement 8 (*my interaction with the WordsBooster application is clear and understandable*).

Figure 4 13 Overall, I find the WordsBooster application system easy to use

This statement earned the highest mean score of all statements regarding thestudents' perception toward the ease of the use WordsBooster application. The statement was intended to find out students' opinions about the ease of using the WordsBooster application in enhancing English language learning. The students had positive responses with got the mean score was 4.27.

From the 36 respondents, 39% (14 students) strongly agreed, and 53% (19 students) strongly agreed that overall the WordsBooster application is easy to use. The rest of them, 5% (two students) chose neutral, and 3% (one student) disagreed with this statement. There were no students who chose strongly disagree.

Figure 4 14 Learning to operate the WordsBooster application is easy for me

51
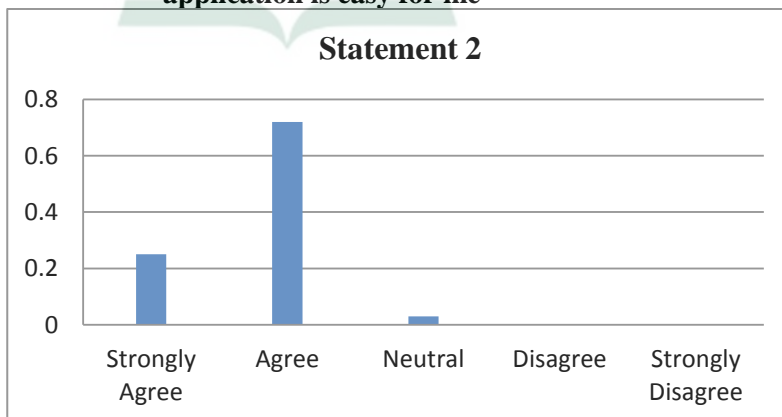
The second highest mean score was from statement 2. This statement reflected the students' perception of whether learning to operate the WordsBooster application is easy for them or not. Although the mean score was 4.22, it was clear that students viewed this statement positively. This statement was also related to statement 10. They believed that the WordsBooster application system was easy, particularly while they operated the WordsBooster application. Overall, according to figure 4.14, only 3% of students were neutral about this statement. However, 72% of students opted to agree, while 25% of students selected strongly agreed.

Figure 4 15 My interaction with the WordsBooster application is clear and understandable
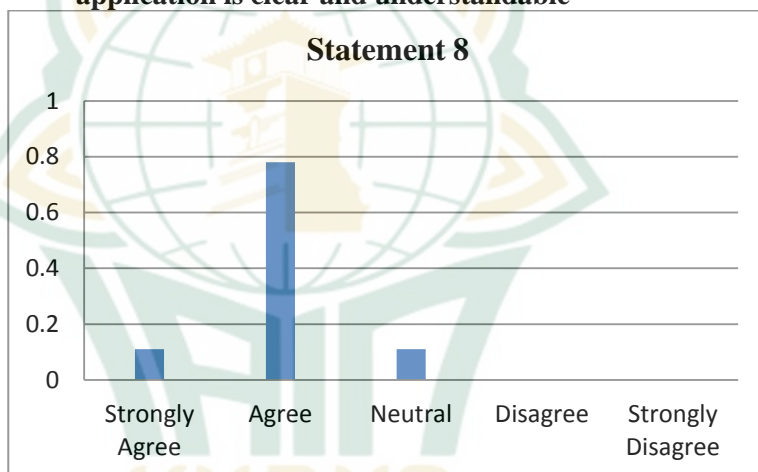
The third highest mean score was statement 8. Based on figure 4.15, 11% of students strongly agreed, and 78% agreed with this statement about their interaction with the WordsBooster application, whether clear and understandable or not. The rest was 11% of students who were neutral with this statement. There were no students who selected to disagree and strongly disagree.

Additionally, this comment was related to two previous statements (10 and 2). Therefore, it can be concluded that using the WordsBooster application is easy because operating the WordsBooster application system is easy, clear and understandable.

Figure 4 16 The question items with the lowest mean score of students' perception toward the easy of the use WordsBooster application

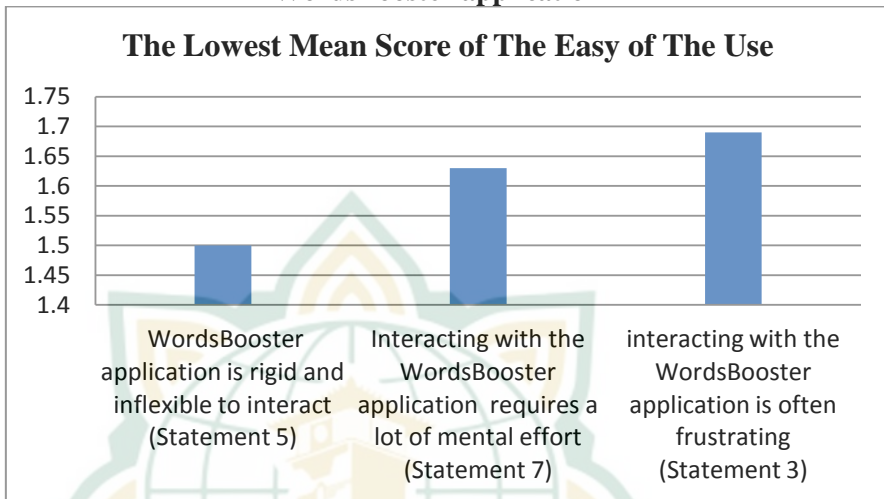## The Lowest Mean Score of The Easy of The Use

Figure 4.16 presented the statements with the lowest mean scores, which were less than 3 but contained negative statements. Therefore, the perception of respondents remained positive. Figure 4.17 demonstrates that three statements obtained the lowest mean scores. They were statement 5 (*WordsBooster application is rigid and inflexible*), statement 7 (*interacting with the WordsBooster application requires a lot of mental effort*), and the last statement 3 (*interacting with the WordsBooster application is often frustrating*).

Figure 4 17 WordsBooster application is rigid and inflexible

Statement 5

53
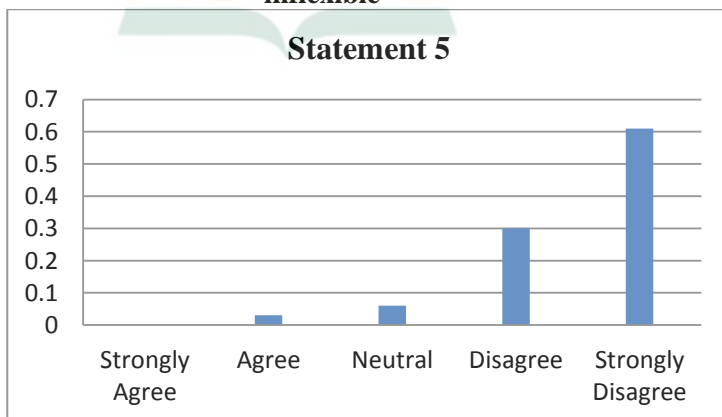
Out of the 10 statements, statement 5 (WordsBooster application is rigid and inflexible) received the lowest mean score. However, the same mean score was found on statement 1 (I find the WordsBooster application system cumbersome to use) with a mean score of 1.50. The mean scores were lower than 3, but the statements were negative. Therefore, it can be concluded that this statement had positive perception. There were 61% of students who strongly disagreed with this statement and 30% who disagreed with it. However, 6% of the other students chose neutral for statement 5. It showed that the WordsBooster application was not rigid and flexible to use.

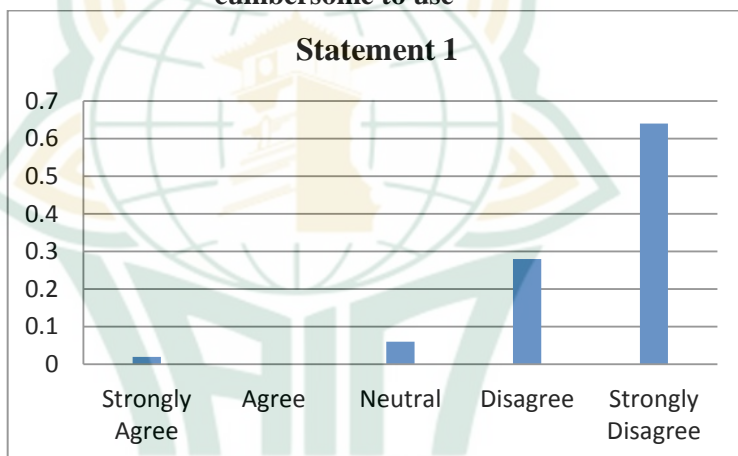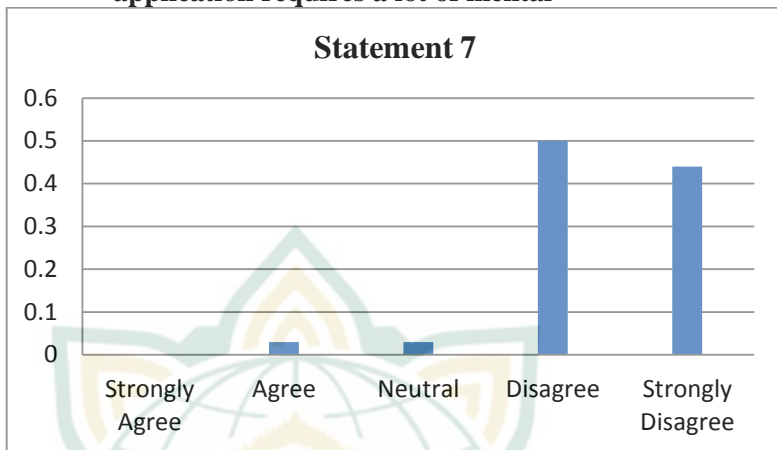**Figure 4 18 I find the WordsBooster application system cumbersome to use**

Figure 4.18 was intended to find out students' opinions on whether the WordsBooster application system was cumbersome to use or not. This statement had the same mean as statement 5. Although the statement was 1.50, it demonstrated that students had a positive opinion of the statement because it contained negative language. 64% of students strongly disagreed with this statement, whereas 28% of students disagreed with it. 6% of students selected neutral, while 2% selected strongly agree.
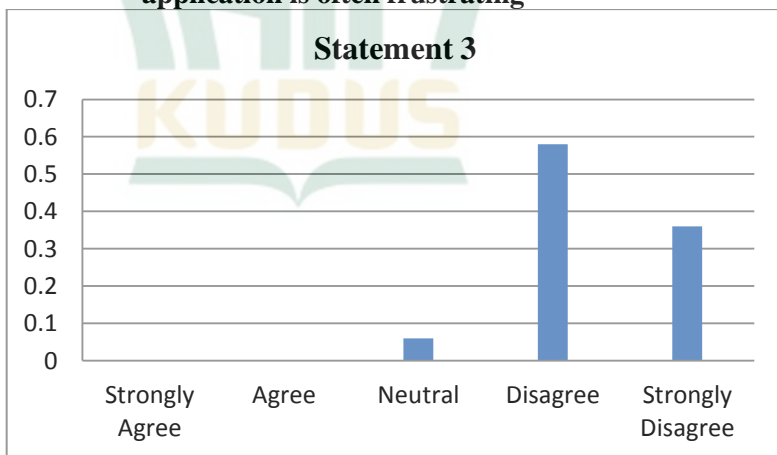
Figure 4 19 Interacting with the WordsBooster application requires a lot of mental

Statement 7

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

The second that had a lower mean score than statement 5 and statement 1 was statement 7 (Interacting with the WordsBooster application requires a lot of mental). There were 44% of students who selected strongly disagree and 50% who selected disagree. Respondents who selected neutral and agreed may have believed that dealing with the WordsBooster application requires a significant amount of mental effort.

Figure 4 20 Interacting with the WordsBooster application is often frustrating

Statement 3

|				
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

The next statement that had a lower mean than statement 7 was statement 3 (interacting with the WordsBooster application is often frustrating). This

55

statement had the lowest mean 1.69. However, the perception was still positive because this is a negative statement. There were 36% of selected strongly disagree, while 58% selected disagree. There were only 6% of students who were neutral with this statement, and no one chose strongly agree and agree.

3. The thriving skill experience by the students after using the WordsBooster application

In this part, the researcher aims to find out which skills thrive most while using the WordsBooster application. Both Likert-scale and interview were used to address this second research question. Following the results of the questionnaire delivered to students of SMK Farming statement about what the WordsBooster application enhance the ability in speaking, reading, listening, and writing can be seen in figure 4.21.

Figure 4 21 WordsBooster application supports my ability in speaking, reading, listening, and writing
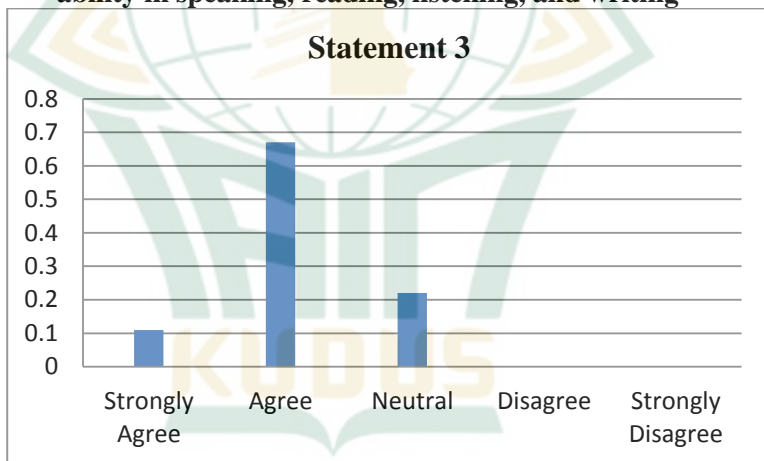
The figure shows that 67% (24 students) agree and 11% (4 students) strongly agree that the WordsBooster supports their ability in speaking, reading, listening, and writing. The rest of them, 22% (8 students) gave doubtful perceptions about this statement. They are uncertain if the WordsBooster application can enhance their speaking, reading, listening, and writing skills. This statement got a positive statement with a mean score of 3.88.

In addition, the researcher gathered qualitative data through student interviews. Based on the interview, the

56

researcher received information from the students that they could get and shared information about which skill thrives most while using the WordsBooster application. Almost all students felt that using the WordsBooster application in learning English supports their skills.

Based on interviews with various students, the researcher discovered that the majority of them thought their skills had been improved.

"Yes, I think the use WordsBooster application supported my English skills in the listening skill. For example, when I do my exercise, I can be listen any words that have clear sound"[11]

In addition, S5 gave the different opinions as follow:

"Hmm I think my skills improved after used the WordsBooster application, one of them is in my writing skills that most increased. I have found many ideas to express my writing and became easier to develop it"[12]

From the result of the interview above, S8 explained that using the WordsBooster application makes him easy to master skills, especially in listening, while S5 mentioned that her writing was improved. Therefore, based on the interview results, it can be determined that there were five out of eight students had the same answers that they felt their listening skill was improved or thrived. In addition, one student (S8) answered that her writing skills were improved.

Before that, the students had never used the WordsBooster application because they had never used any English application or usually only used Google Translate, as mentioned by several students on the interview results.

"I have never used any English application before. I usually only use a dictionary or Google Translate to support my learning English"[13]

On the order hand, S2 stated as follow,

"Yes, but I only use an English application in the form of a Google translate application to help me understand

---

[11] S2, Interview by the researcher, 28 July 2022, Interview 5, Transcript.
[12] S5, Interview by the researcher, 28 July 2022, Interview 5, Transcript.
[13] S1, Interview by the researcher, 28 July 2022, Interview 1, Transcript.

English. I have never used a specific application in English to learn English"[14]

S1 stated that he never used any English application and S2 usually only used the Google Translate application to help to English learning. So there were five of eight students who had the same answer with S2, that they only used *Google translate* to help their English learning, and the other student, she stated that she used *Cake* application to help her English learning independently.

"Yes, I once used an English application. The name was Cake application. This application helps me in increasing my knowledge of English, such as in understanding or improving my grammar"[15]

Besides that, several students usually take a course and game to help their English language learning.

"I usually take a course during 2 hours"[16]

"I usually learn indirectly from a game Miss, because in the game, there is usually communication between players who use English. This helps me to know the English vocabulary"[17]

After using the WordsBooster application, the several students stated that they felt improvement in their vocabulary, pronunciation, grammar, and ease of memorizing. As shown in Figure 4.22, a statement that the WordsBooster application increases their English vocabulary, grammar mastery, and pronunciation as following:

---

[14] S2, Interview by the researcher, 28 July 2022, Interview 2, Transcript.

[15] S5, Interview by the researcher, 28 July 2022, Interview 1, Transcript.

[16] S5, Interview by the researcher, 28 July 2022, Interview 2, Transcript.

[17] S8, Interview by the researcher, 28 July 2022, Interview 2, Transcript.

Figure 4 22 Using the WordsBooster application increases my English vocabulary, grammar mastery, and my pronunciation
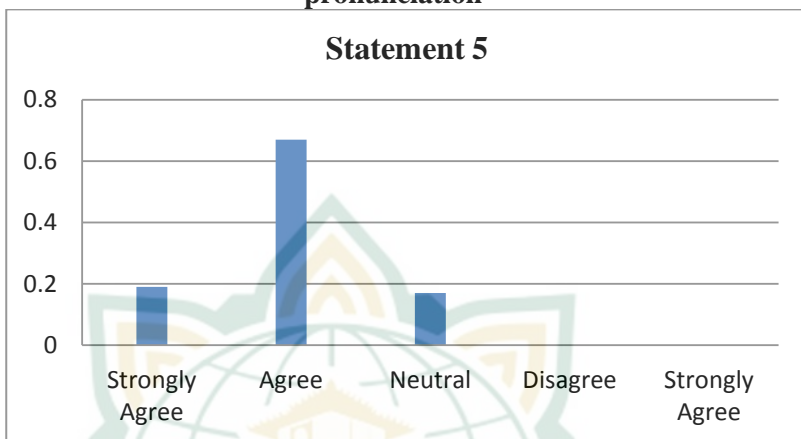
As can be seen above, the students agreed that using the WordsBooster application can increase their vocabulary, grammar and pronunciation. Furthermore, the finding of statement number 5 indicated that 67% (23 students) agreed that the use of the WordsBooster application could increase their vocabulary, grammar and pronunciation because the WordsBooster application included numerous elements to aid in the acquisition of vocabulary, grammar, and pronunciation., such as a flash card with interesting pictures, clear sound, and a quiz that make students more active. In addition, this statement was also supported by the result of the interview:

> "I think my vocabulary and pronunciation improved after using the WordsBooster application, for example, when doing my exercise and hearing the pronunciation. The WordsBooster application has clear sound"[18]

In addition, S5 stated as follow,

> "After using the WordsBooster application, I think my writing improved. I often write a lot of sentences when I use this application, so this affects my writing skills"[19]

On the order hand, S7 also stated as follow,

---

[18] S1, Interview by the researcher, 28 July 2022, Interview 6, Transcript.
[19] S5, Interview by the researcher, 28 July 2022, Interview 6, Transcript.

"I felt more getting vocabulary; it is easy to memorize vocabulary by grouping words so that it is easy for us to remember. For example, I want to know the words in expressions so that I can learn and increase my vocabulary about expressions"[20]

It can be concluded that there were favorable opinions after using the WordsBooster application, the perceptions between the use of the WordsBooster application and the ability to skills development in English language learning. The respondents felt that the most thrived skills while using the WordsBooster application were listening and writing skills. In addition, they would like vocabulary enrichment and pronunciation.

B. Discussion

This research showed the students' response to using the WordsBooster application to enhance English language learning. After discussing the overall findings derived from qualitative data, the researcher wishes to discuss the conclusions themselves. This research aims to describe the students' perception of using the WordsBooster application and find out which skills are most thriving while using the WordsBooster application in enhancing English language learning.

1. The students' perceptions of the use WordsBooster application in enhancing English language learning
   a. Students' Perception Toward The Ease of The Use WordsBooster Application
      1) Using the WordsBooster application on my smartphone improves the quality of the work/task I do

         The students stated that, based on data, they generally agree with the highest percentage of the findings explaining that the respondents believed using the WordsBooster application improves the quality of the task they do; as much as 75% of students agree. By a mean score of 3.80, it can be concluded that the students positively perceive this statement. In addition, according to Lawrence's research, which yielded identical results to this study, nearly half of students had a favorable perception of implementing smartphones for language

---

[20] S7, Interview by the researcher, 28 July 2022, Interview 6, Transcript.

learning. Therefore, the positive perception of these students provides a favorable environment for integrating mobile phones into the delivery of English programs in Korean universities by educators.

2) Using the WordsBooster application on my smartphone gives me greater control over my work

On the other hand, another response for item 2 indicates that 56% of students agree that utilizing the WordsBooster application provides greater control over the assignment. Students have constrained in the quality of the tasks they can submit. Utilizing English language applications will determine the quality of their education and the success of their tasks.

3) WordsBooster application supports my ability in speaking, reading, listening and writing

From the result, the researcher found some perception from 67% of students for item 3 that agreed that the WordsBooster application supports their proficiency in speaking, reading, listening, and writing. For example, almost all the activity of WordsBooster application is about vocabulary, such as the exercise of translating the word. In this listening lesson, the students speak and type what they heard and also fill in the exercise to choose the correct word that makes students more accustomed to dealing with a lot of vocabulary and pronunciation and easily memorize the vocabulary in their mind.

4) Using the WordsBooster application increases my productivity

From the result, the researcher found some perceptions from the participants that they feel increased their productivity in learning by using the WordsBooster application because it was easy to use and allowed them to be more active in learning English. Evidently, 67% of students agreed with this statement. There were several aspects outside the smartphone application in English that determined the students' productivity, such as their skill, outdoor learning, diligence in completing assignments, and use of the application.

61

5) Using the WordsBooster application increases my English vocabulary, grammar mastery and my pronunciation

From the result, the researcher found the perception from the participants that they felt positive about using the WordsBooster application because the WordsBooster application increases their English vocabulary, grammar mastery, and pronunciation. As much as 64% of students agreed about this statement. This is due to the fact that the WordsBooster application can give learning tools for vocabulary, grammar, and pronunciation, like flash cards with an exciting picture, clear pronunciation sound, and a questionnaire that make students more active. This particular questionnaire's results were similar to those expected by Ekinci's research that mobile applications make English learning more efficient, especially vocabulary.[21]

6) Using the WordsBooster application allows me to accomplish more work than would otherwise be possible

The finding found that 58% of students have a doubtful perception of this statement. They are uncertain as to whether the WordsBooster application will increase productivity. The primary determinant of the amount of work a student can accomplish is not the application but the level of difficulty of the assignments.

7) Using the WordsBooster application makes it easier to learn the material

From the result, the researcher found some perceptions in using the WordsBooster application that make learning their material easier. The participants believed that the WordsBooster application makes learning the material simple. Approximately 75% of students agree with this statement. This shows that another benefit of using the WordsBooster application is the ease of learning the subject matter.

---

[21]Ekinci and Ekin, "International Journal of Language Academy PERCEPTIONS OF EFL LEARNERS ABOUT USING MOBILE APPLICATIONS FOR ENGLISH."

8) Using the WordsBooster application enhances my effectiveness on my work

From the result, the researcher found some perceptions in using the WordsBooster application that 72% of students agree that the use WordsBooster application can enhance their effectiveness in work.

9) Using the WordsBooster application improves my motivation to learn English

From the result, the researcher found some perception from the participants that the students are interested in using the WordsBooster application is helpful in their learning because it increases their motivation to learn English and makes the material easier to learn. As much as 56% of students strongly agree that it is a way to motivate them to learn English because the WordsBooster application is an acceptable way to new context learning and the features of the WordsBooster are easy to understand. In addition, Darsih's research showed comparable results to this study; over half of the student respondents had a favorable opinion of using the mobile application for learning English. Furthermore, Darsih mentioned that the application could enhance motivation to learn English because it is portable, can be used anywhere, and can be accessed anytime.[22]

10) Overall, I find the WordsBooster application useful in my learning

From the result, the researcher found some perceptions from the participants that students felt the WordsBooster application was useful in their learning. This is because the WordsBooster application can provide useful features for learners, such as the introduction of the new vocabulary from English to English, so learners can better understand the meaning of a word directly in English, such as the Oxford dictionary. The learners can use this application without using internet data, and it helps students recognize new words and meanings, examples of their use, and how to pronounce them.

---

[22]darsih And Asikin, "Mobile Assisted Language Learning: Efl Learners Perceptions Toward The Use Of Mobile Applications In Learning English."

b. Students' Perception Toward The Ease of The Use WordsBooster Application

In the meantime, the results for perceived ease of use on the questionnaire revealed that the students had positive perceptions of using the WordsBooster application regardless of whether the statements were positive or negative. However, a small percentage of students indicated disagreement with particular statements.

1) I find the WordsBooster application system cumbersome to use

From the result, the researcher found some participants' perceptions that students felt that using the WordsBooster application was not cumbersome. As much as 64% of students disagree that the WordsBooster application system is cumbersome. The finding of the research is that the WordsBooster application has many features, such as a flash card with an exciting picture, clear pronunciation sound, and exercises that make students more active.

2) Learning to operate the WordsBooster application is easy for me

From the result, the researcher found some perception from the participants that as much as 72% of students agree that operating the WordsBooster application is easy. In addition, using the WordsBooster application in the learning process could prevent boredom because operating the WordsBooster application is easy.

3) Interacting with the WordsBooster application is often frustrating

From the result, the researcher found some perception from the participants that students gave a positive statement about their interacting with the WordsBooster application is not frustrating. As much as 58% of students disagree that the WordsBooster application is often frustrating.

4) I find it easy to get the WordsBooster application to do what I want it to do

From the result, the researcher found some perception from the participants that as much as 53% of students agreed that they felt easy when they used the WordsBooster application.

64

5) WordsBooster application is rigid and inflexible to interact

From the result, the researcher found some perception from the participants that as much as 61% of students had a positive perception that the WordsBooster application is not rigid and flexible. However, The lowest number of respondents disagreed with particular items. This variation of responses could be attributable to respondents' different levels of WordsBooster application skills, as seen by the lowest mean score in the second group. Most students viewed the WordsBooster application as strict, whereas the majority viewed the WordsBooster application as flexible. In essence, the WordsBooster application users must decide if they can respond and interact with the application rigorously or flexibly.

6) It is easy for me to remember how to perform tasks using the WordsBooster application

From the result, the researcher found some perception from the participants that as much as 61% of students agree that the WordsBooster application makes it simple to remember how to complete an assignment..

7) Interacting with the WordsBooster application requires a lot of mental effort

From the result, the researcher found some perception from the participants that students felt fine and do not require much mental effort to use the WordsBooster application. As much as 50% of students disagree that using the WordsBooster application demands for a lot of mental effort.

8) My interaction with the WordsBooster application is clear and understandable

From the result, the researcher found some perception from the participants that 78% of students agree that their interaction with the WordsBooster application is clear and understandable.

9) Find it takes a lot of effort and time to become skillful as using the WordsBooster application

From the result, the researcher found some perception from the participants that as much as 42% of Students disagree that it takes a lot of effort and time to

become proficient with WordsBoosterapplication in English learning.

10) Overall, I find the WordsBooster application system easy to use

From the result, the researcher found some perception from the participants that the students had a positive perception of the easy-to-use WordsBooster application system. As much as 53% of students agree that students found out that the WordsBooster application had a system that was easy to use. In addition, Darsih's research showed comparable results to this study; about half of the student respondents had a favorable opinion of using the mobile application for English learning. Therefore, the positive perception of these students provides a conducive environment for their learning, and the application was easy to use in general.[23]

It can be concluded that based on the finding data, the students stated that they show a general agreement with the highest percentage on the potential of the WordsBooster application being effective for English language learning. The results showed that most respondents positively perceived the two categories. These findings are also in line with Itayem's conclusion that the student's perceptions of the iPad's usefulness and usability are significant in determining their perceptions of the smartphone.[24]

2. The thriving skills experienced by the students while using the WordsBooster application

Several interesting data were disclosed regarding the application WordsBooster's usefulness for language learning. Students stated, based on finding data, that the WordsBooster application would support their speaking, reading, listening, and writing. Additionally, it was shown that these application programs assist students in improving their grammar and vocabulary. During the study, as participants were exposed to language input, they could absorb, remember, and become

---

[23]Endang Darsih and Nida Amalia Asikin, "Mobile Assisted Language Learning: Efl Learners Perceptions Toward The Use Of Mobile Applications In Learning English," *English Review: Journal of English Education* 8 (July 2, 2020), https://doi.org/10.25134/erjee.v8i2.2999.

[24]Itayem, "Using The Ipad in Language Learning: Perceptions of College Students."

accustomed to the sounds, new vocabulary, and other language material in the target language, thus enhancing their comprehension. This is because the WordsBooster application was provided features that supporting vocabulary, grammar and pronunciation such a flashcard, sound clear and quiz.

The students highly perceived that the WordsBooster application to be very effective for learning listening and writing, but its usefulness for learning speaking and reading was perceived as moderate. In conclusion, the students viewed WordsBooster positively as a tool for enhancing their listening and writing skills.

This research contradicts the findings of previous studies, namely Susanti's research. She noted that the perceptions of Learningapps.org's usefulness in learning language skills were high for learning listening and reading but were moderate for learning speaking and writing. They believed they could not optimally practice speaking and writing with this tool.[25]

It can be determined that there is a positive correlation between the use of the WordsBooster application and the ability to skills development in learning English. The students felt that the most thrived skills while using the WordsBooster application was listening and writing. In addition, the WordsBooster application was provided with revising features that will give students feedback. In addition, Kukulska-Hulme claimed that the requirement for increased student autonomy and flexibility use of new learning tools like mobile phones had transformed the conventional way of learning all language skills in the twenty-first century. Therefore, mobile devices should be utilized as a new instructional tool in learning activities.[26]

The findings of this research align with those of Li and Zou, who found that students had favorable perceptions of application learning as an educational tool.[27]

---

[25]Susanti, Suryati, and Astuti, "Students' Perception on the Utilization of Learningapps.Org for Self-Study Materials."

[26]Kukulska-hulme and Shield, "An Overview of Mobile Assisted Language Learning: From Content Delivery to Supported Collaboration and Interaction."

[27]J Li and B Zhou, "Exploring Mobile Apps for English Language Teaching and Learning," *Eurocall*, 2015, 564–69.